Charlotte Christian College and Theological Seminary

2022-2023

Student Orientation and Handbook

for

Distance Learning

Hello students,

Welcome to Charlotte Christian College and Theological Seminary (CCCTS)!

Charlotte Christian Online Program is designed to provide flexibility and convenience for the student to ensure your academic success is a profound one!

Mission Statement:

CCCTS exists to prepare Christ-centered leaders academically, professionally, and spiritually in order that they may be equipped to address creatively and effectively the needs and challenges of urban communities and society at large.

Vision Statement:

Christ…through the cities to the world!

Distance Learning System:

Our navigation system to provide easy access to your classes is called Populi. Populi is the web-based college management software used by Charlotte Christian College and Theological Seminary (CCCTS) for all distance-learning courses. Populi, an advanced, fully hosted, web-based college management system, integrates a college's student and personal records with academic, admissions, and billing functions, in addition to built-in email and scheduling. Populi even has an iPhone app! As a student, you have the ability to check current course information and in-progress grades, view your cumulative credits, GPA, and read course-related attachments like assignments and materials.

Attendance Policy for Online Courses

Attendance Policies

Charlotte Christian online courses are offered by sections (see the catalog for details), each course lasting 8 weeks. Attendance for online courses is presented in weekly lessons tracked electronically by Populi. The weekly attendance period begins Monday at 12:00 am ET and ends on Sunday at 11:59 pm ET. Students taking online classes at Charlotte Christian register attendance by posting in specific areas of the classroom, indicating activity within the Populi platform.

NOTES:

Logging into class without active participation does not constitute weekly attendance. Work done in the library or other outside environment will not count towards attendance. Students must participate weekly AND one of the following items must be completed each week as directed by the instructor:

1. Submit an academic assignment.
2. Submit a quiz or exam.
3. Participate in a posted online academic discussion or conference.

Charlotte Christian online courses are designed in sequential steps. Using the lessons tab as the foundation, learning material is presented in linear steps, with each lesson following logically from the previous one, for better understanding.

Privacy and Authentication Policy

CCCTS follows the guidelines for maintaining and granting access to student records in keeping with the Family Educational Rights and Privacy Act. CCCTS will not reveal or release personal records, including transcripts, except by written consent of the student.

CCCTS provides a multi-faceted user authentication policy to ensure that students who register for distance education courses are the same students who complete and receive the academic credit. Charlotte Christian verifies the identity of students enrolled in distance education programs utilizing the following authentication approaches:
1. secure credentialing/login and password through the Populi technology authentication system already in place.
2. periodic proctoring of online classes by the VPAA and/or Department Heads.
3. quarterly requirement to reset password for an additional layer of identity verification.
4. Charlotte Christian protects the privacy of students enrolled in distance education courses using the web-based learning management system Populi for distance education activities. Populi is the student information system currently being used and is designed to allow students and faculty to participate in classes delivered online securely using a personal login ID and unique password. Populi allows instructors to create a virtual classroom environment that is available around the clock. This ensures that enrollment and course information is always synchronized and up-to-date.
5. Populi uses Hypertext Transfer Protocol Secure (HTTPS). This is a widely used internet communication protocol, which provides secure communications over a computer network. This is the same protection used by most banks and financial institutions for online banking and provides the highest level of online security and privacy.

Template for Online Courses

Each lesson will have the following components to meet individualized learning needs:

Reading: Each lesson will have a Reading File. All reading material is accessible from Populi. The course reading helps the student to understand what the lesson addresses, and is provided to help with comprehension. The weeks reading file is always located in the File Section of lesson along the right side after clicking on the lesson.

Lesson Link: *Visual Learners*
Each lesson has a LESSON LINK. Note that links are learning activities that provide more understanding of the lesson topic and discussion. Lesson links are learning activities provided for you in each lesson that you are able to "click-on." For lesson links, there is nothing to turn into the instructor. Lesson links can be found in each lesson.

Discussion Assignment: *Global Learner*
Each week there is a discussion assignment. The student may find the discussion question(s) in the lesson page titled "discussion." There is always at least one discussion question per lesson. Students are to answer the discussion question and respond to at least 1 -2 classmate's responses. Your answers are automatically uploaded to the grade book for review by the instructor.

Project Assignment / Mini Project: *Kinesthetic Learner*
Some lessons have projects. Project directions and details can be found on the lesson page. Any lesson assignment for the week is due on Sunday nights (end of lesson week).

Class Conference Assignments: Some lessons may have a technology conference component with options for the *verbal learners* who learn better with spoken explanations. This assignment option allows the student the opportunity to communicate with the instructor by telephone conference call, Skype, webinar or other webbing tools. The instructor will provide the student with the conference date(s) and time(s) of the week (detailed in the syllabus).

The conference assignment allows class partnership and communication between the teachers and students to discuss the lesson and material; answer questions or concerns; and provide a more personal touch to learning.

- Using the telephone lines, less familiar computer users can speak to the instructor while accessing the course material on Populi simultaneously, for a more guided and hands on experience for the student and instructor.
- Instructors have access to conference call reports for each call. The report contains a review of the content of the conference call, and when and which attendees joined the conference call.
- Students may access the conference assignment recording for easy reference and playback.
- Both the student and instructor can enjoy crystal-clear audio from reliable, digital fiber-optic telephone lines using **advanced technology.**

Options: The instructor will provide other options for global learners who learn better when working independently or unavailable at specified conference time(s). If a student is unable to attend a weekly class conference assignment with the class, it is OK. There should be two options for Class Conference assignment credit. Class Conference discussion responses can be submitted by Sundays of the lesson week (or specified by the instructor). Having two options simply allows you flexibility. That is the great benefit of using the Charlotte Christian online learning platform.

The key for each assignment in the lesson is to "meet deadlines." Remember that Charlotte Christian's week begins on Monday and ends of Sunday of the same week. Read the syllabus to detail the penalty for "late" assignments.

Each lesson has assigned reading from textbooks and articles, links, discussion questions, and additional files to supplement the lesson. Lesson assignments posted by the instructor must include specific requirements for students to include:
- initial response deadlines
- word count and reference minimums
- responses to classmate requirements and time frames
- Other assignments may include exams, projects and individual/group papers.

All student–student and student–instructor communications are asynchronous via email and the conferencing conveniences.

Project Rubrics:

Instructors will provide the rubrics that will be used to evaluate projects when the project assignment is posted. Instructors should provide templates for assignments.

Instructors may use the following rubrics to evaluate assignments.

Rubric for Conference Assignments: Option # 1

Grade	Points	Grading Criteria

A	93-100 points	• Frequent interactions on concepts being discussed by students and instructor • Posts are on topic and contribute to the quality of the conference • Student arrives on time and stays the entire conference
B	85-92 points	• Some interactions on concepts being discussed by students and instructor • Posts are generally on topic and contribute to the quality of the conference • Student is tardy or leaves early
C	77-84 points	• Few interactions on concepts being discussed by students and instructor • Student is tardy and leaves early
D	70-76 points	• No interactions on concepts being discussed by students and instructor • Off topic conversations • Student attends less than half of the conference
F	0 – 69 points	• Off topic conversations and/or abusive or inappropriate behavior • No interactions with students and instructor • Student attends a fraction of the conference

Rubric for Conference Assignments - Option # 2

	Quality	Topic	Style/Grammar	Length
A **93 - 100**	• Response makes informed references to Unit material • Response covers each part of the assignment	• Response is on topic, original, and contributes to the quality of the discussion • Student demonstrates ability to apply information through detailed examples	Response is clearly written using proper sentence structure and grammar	Response meets posted length requirements
B **85 - 92**	• Response refers to Unit material. • Response covers each part of the assignment	• Response is on topic and original • Student demonstrates ability to apply information through examples	Response is clearly written with minimal grammatical errors	Response almost meets posted length requirements
C **77 - 84**	Response marginally covers each part of the assignment	Response is generally on topic	Response has some grammatical and/or spelling errors	Response does not meet posted length requirements
D **70 - 76**	Response overlooks a part of	Response is not on topic	Response has some grammatical	Response does not meet posted length

		the assignment		and/or spelling errors	requirements
F **0 - 69**		Response overlooks most of what was assigned	Response is not on topic	Response has many grammatical and/or spelling errors	Response does not meet posted length requirements

Rubric for Projects

Grade	Points	Weekly Project Grading Criteria
A	93 - 100	**Content**: Addresses each topic fully and very clearly, drawing on specific information learned from the course **Structure**: Information flows logically from one idea to the next; clear and smooth transitions **Language**: Ideas are clearly expressed; none to three spelling, punctuation, and/or sentence structure errors that do not interfere with the readability of the submission **Format:** Meets the 800-1000 word (3-5 pages)requirement **References:** Includes three or more references; includes enough information for the reader to find the specific source
B	85 - 82	**Content**: Addresses most topics with adequate depth, drawing on information learned from the course **Structure**: Information flows with relative coherence from one idea to the next; clear transitions **Language**: Ideas are generally clear; three to six spelling, punctuation, and/or sentence structure errors that do not significantly interfere with the readability of the submission **Format:** Meets the 800-1000 word (3-5 pages)requirement **References:** Includes three or more references; includes enough information for the reader to find the specific source
C	77 - 84	**Content**: Addresses many topics but at a surface level, drawing loosely on information learned from the course, and refers to course information in generalities. **Structure**: Connections generally made from one idea to the next; unclear transitions **Language**: Ideas are sometimes clear; six to ten spelling, punctuation, and/or sentence structure errors that interfere with the readability of the submission **Format:** Meets the 800-1000 word (3-5 pages)requirement **References:** Includes two or more references; includes enough information for the reader to find the specific source
D	70 - 76	**Content**: Few topics addressed; very little information included from the course **Structure**: No or almost no connection made from one idea to the next; poor transitions **Language**: Ideas are not clearly expressed; ten or more spelling, punctuation, and/or sentence structure errors that significantly interferes with the readability of the submission **Format:** Does not meet the 800-1000 word (3-5 pages)requirement **References:** Does not include references
	0 - 69	**Content**: Inappropriate or unrelated to topic **No Project Submitted** **Plagiarized work***(Definitions and information copied from websites or other sources without quotation marks and proper citation)*

Discussion Participation Rubric: Discussion Board grades will be evaluated using the following rubric:

Grade	Points	Grading Criteria
A	93-100 points	• Responses are posted on topic, original, and contribute to the discussion • Responses posted to all required discussion questions • Responses address all parts of each discussion question • Responses make frequent references to lesson materials • Responses are clearly written with minor grammatical and/or spelling errors none to three • Responses meet the posted length requirement • Responses to classmates add value by advancing the discussion • Minimum of two responses to classmates in each discussion
B	85-92 points	• Responses are largely original and contribute to the quality of the discussion • Responses address all parts of each discussion question • Responses make some references to lesson materials • Responses are clearly written with a few minor spelling and/or grammatical errors (three to six) • Responses meet the posted length requirement • Responses to classmates add value by advancing the discussion • Minimum of one response to a classmate in each discussion
C	77-84 points	• Responses are on topic but lack originality or fail to make a significant contribution to the discussion • Responses do not address all parts of each discussion question • Responses make insufficient references to lesson materials • Responses are not written clearly and/or have several spelling and/or grammatical errors (six to ten) • Responses do not meet the posted length requirement • Responses to classmate add limited value to the discussion • Minimum of one response to a classmate
D	70-76 points	• Responses are only partially on topic, lack originality, or fail to make a significant contribution to the discussion • Responses do not address all parts of each discussion question • Responses make little or no references to lesson materials • Responses are not clearly written and have many grammatical or spelling errors (ten or more) • Responses do not meet the posted length requirement • No responses to classmates

Conference Assignment Participation: You can earn credit for the conference participating in one of the two options listed on the conference page for a Lesson. Instructors should use the following rubrics to evaluate conference participation:

Grade	Points	Grading Criteria
A	93-100 points	• Frequent interactions on concepts being discussed by students and instructor • Conversation on topic and contributes to the quality of the conference • Student arrives on time and stays the entire conference
B	85-92 points	• Some interactions on concepts being discussed by students and instructor • Conversation are generally on topic and contribute to the quality of the conference • Student is tardy or leaves early
C	77-84 points	• Few interactions on concepts being discussed by students and instructor • Student is tardy and leaves early
D	70-76 points	• No interactions on concepts being discussed by students and instructor • Off topic conversations • Student attends less than half of the conference
F	0 – 69 points	• Off topic conversations and/or abusive or inappropriate behavior • No interactions with students and instructor • Student attends a fraction of the conference

Rubric for Conference - Option 2

	Quality	Topic	Style/Grammar	Length
A 93 - 100	Response makes informed references to Lesson material and covers each part of the assignment	Response is on topic, original, and contributes to the quality of the discussion; and the student demonstrates ability to apply information through detailed examples	Response is clearly written using proper sentence structure and grammar	Response meets posted length requirements
B 85 - 92	Response refers to Lesson material and covers each part of the assignment	Response is on topic and original and the student demonstrates ability to apply information through examples	Response is clearly written with minimal grammatical errors	Response almost meets posted length requirements

C **77 - 84**	Response marginally covers each part of the assignment	Response is generally on topic	Response has some grammatical and/or spelling errors	Response does not meet posted length requirements
D **70 - 76**	Response overlooks a part of the assignment	Response is not on topic	Response has some grammatical and/or spelling errors	Response does not meet posted length requirements
F **0 - 69**	Response overlooks most of what was assigned	Response is not on topic	Response has many grammatical and/or spelling errors	Response does not meet posted length requirements

Students:
- It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea.
- The course syllabus is expected to be detailed and accurate enough to cover all areas of a course and to answer any potential questions from students. Therefore, students are expected to read syllabi carefully before they write to instructors asking about such issues as evaluation, tests, test dates, etc., which are usually stated clearly in an online syllabus.

ACADEMIC INTEGRITY: The ethics of sound scholarship require that students clearly indicate the source of quotes, tables, graphics, and data from other sources, including online information. To report another person's data as yours is academic plagiarism and is to be penalized. For the first offense, the student will receive a grade of "F" for the course. Further violations will result in student's dismissal from CCCTS.

STUDENTS WITH DISABILITIES: CCCTS complies with the Americans with Disabilities Act. Students with disabilities, seeking accommodations, are to make their formal requests known by contacting the Office of Academic Affairs during the first week of each semester.

DROP/ADD: In the event that students need to drop or add this course to their schedule without academic penalty, they MUST complete and submit a "Course Withdrawal Form" for approval from the VPAA and complete the process with the Registrar's Office.